**Lesson Plan Format**

**Teacher Candidate Carla Hitchcock Grade Level 8th Date of lesson Nov 17, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

* Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

* Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

* Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
* Identify the reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization.
* Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
* Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students will view a series of maps and be able to determine where construction of the railroad took place
* They will watch a historical documentary titled, American Experience - The Transcontinental Railroad by Mark Zwonitzer and Michael Chin ( 1 hour). This will provide a background history of the time period.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will understand geographical and economic factors that influenced railroad expansion in the late nineteenth-century.
* Students will understand the need for a Transcontinental Railroad and the effect the railroad had on American life from a variety of perspectives
* Students will analyze primary and secondary sources to gather information for their culminating project.
* Students will research and write entries for a culminating classroom news paper, they will also write questions and answers for oral interviews.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Interview Rubic Reporter

|  |  |  |  |
| --- | --- | --- | --- |
| Beginning | Developing | Accomplished | Excellent |
| Student did not research or prepare any questions | Student asked few relevant and historically accurate questions. | Student asked several relevant and historically accurate questions. | Student asked several relevant and historically accurate questions with cited sources. |

Interview Rubic Interviewee

|  |  |  |  |
| --- | --- | --- | --- |
| Beginning | Developing | Accomplished | Excellent |
| Student did not research character | Student conducted some prior research. | Student conducted prior research and provided additional notes | Student conducted prior research and provided additional notes. Student also provided information on other sets of characters. |

Newspaper Rubic

|  |  |  |  |
| --- | --- | --- | --- |
| Beginning | Developing | Accomplished | Excellent |
| Incomplete or not historically accurate. | Historically accurate with no references or citations | Articles are historically accurate and cite sources. | Articles are historically accurate cite sources and display additional information i.e. advertisements or “Most Wanted posters.” |
|  |  |  |  |

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Maps
* Internet access to primary sources and photographs
* Media access to watch video
* Video equipment for interviews
* Computer s for group newspaper activity

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Cooperative learning

Cooperative learning is learning in groups which are heterogeneous with respect to student characteristics and have two to six members sharing the various roles. Group members are interdependent in achieving the group learning goal. Members of cooperative groups learn from one another.

Advantages of cooperative learning

* Interacting with one another produces cognitive as well as social complexity, creating more intellectual activity.
* Cooperation increases positive feelings toward one another, reducing alienation and loneliness.
* Cooperation increases self-esteem and social skills.
* Increases ability to work together.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will initiate the lesson with a classroom map of the United States having students pin pictures of themselves on the map according to where they have lived, currently live or where their family originated from. I will pin pictures of resources found and goods made in different regions west of the Mississippi and explain the need to develop a transportation system to transport these goods and resources. I will then pin pictures according to the Transcontinental Railroad time line as the lesson evolves**.**

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Students will be divided into small groups:

* Railroad promoters
* Railroad workers
* Pioneer Settlers
* Native Americans
* Immigrant workers
* Government/ Military

I will provide a mini lesson explaining the difference between primary and secondary sources. I will detail the grading rubic for the newspaper article and interview. Students will then conduct research using primary sources, secondary sources, and view a historical documentary. I will provide question prompts for each group i.e. Chinese immigrant workers:

* Why did the Chinese come to America?
* What was the appeal of working on the railroad?
* What were their customs and traditions?
* How were they exploited by the owners of the railroads?
* What kinds of living accommodations did they have?

Students will be assigned a culminating performance task to draft an article for the Transcontinental Railroad Gazette, a classroom newspaper. They will also present their research orally. Each group will nominate a reporter to interview the rest of the members of their group. The group members through individual research will play the role of their assigned characters.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will learn how the development of the Transcontinental Railroad impacted the United States. They will learn how connecting the railroad from east to west changed the country economically, culturally and socially. They will also learn how the Federal Government was involved in this process and who benefited from its construction and who lost.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Claudia | English Language Learner  Difficulty understanding spoken English  Difficulty learning from textbooks | Use pre-teaching methods to help Claudia understand possible unfamiliar vocabulary before she encounters it during the lesson. Provide oversight to ensure she is participating in the group activity. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?